

DOCUMENT RESUME

ED 375 878

JC 940 594

AUTHOR Kintzer, Frederick C.
TITLE Higher Education Approaches the 21st Century: New Perspectives on Nonuniversities.
PUB DATE Aug 94
NOTE 19p.
PUB TYPE Information Analyses (070)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Community Colleges; *Comparative Education; Foreign Countries; *Institutional Characteristics; Postsecondary Education; *Technical Institutes; *Trade and Industrial Education; Two Year Colleges; *Vocational Education
IDENTIFIERS *Nonuniversities; *Short Cycle Education

ABSTRACT

The nonuniversity represents one of the most important trends in postsecondary education worldwide. Whether part of two- or three-tiered educational systems, nonuniversities offer certificates and diplomas in semiprofessional, technical, and vocational fields, and increasingly provide continuing, lifelong education. Such short-term, short-cycle colleges and institutes are sponsored by many of the approximately 180 sovereign nations of the world. These institutions, including American and Canadian community colleges, the French instituts universitaires technologiques, the regional college system in Norway, Japan's junior colleges, and to a certain extent, the British further education colleges, are slowly gaining higher education status. Distance learning is a common characteristic of short-term, short-cycle nonuniversities. The structures and patterns of higher education around the world include the following: (1) in Belarus, a network of post-diploma courses involving commercial cooperatives emphasize specialist upgrading in programs lasting from 1 month to over a year; (2) in Ukraine, junior specialist courses are now part of multi-stage reforms; (3) Kazakhstan has a number of new institutions for upgrading technical skills, including teaching; (4) Bulgaria is developing three-year postsecondary schools; (5) Albania recently announced 10 Fulbright-Hays awards for 1994-95; (6) the extension of the nonuniversity concept is under heavy debate in central and eastern European countries, with major reforms appearing as national policy statements; (7) in Japan, formal higher education is provided at universities and junior/technical colleges, while nonformal adult education is provided at "grand schools" and specialized technical schools; and (8) after 30 years of a three-tier plan, higher education in Australia has been replaced by a duo track system of universities and technical and further education colleges. Other countries discussed in the paper include Russia, Slovenia, Germany, Hungary, Czech and Slovak Federal Republics, Taiwan, Korea, New Zealand, Great Britain, and Mexico. (KP)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

Higher Education Approaches the 21st Century: New Perspectives on Nonuniversities.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

F. Kintzer

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC).

Frederick C. Kintzer

HIGHER EDUCATION APPROACHES THE 21ST CENTURY:
NEW PERSPECTIVES ON NONUNIVERSITIES

Frederick C. Kintzer

August 1994

For several years, I have reserved this time during the final session of "Emergence" to discuss international developments in higher education. To accent the importance of the discussion, just look around. How many of you were born outside the United States? How many have attended schools or colleges outside the United States, either as a visitor or as a citizen of that country? Any Fulbright scholars? Other award winners? Reasons enough for engaging in this conversation.

I feel very strongly that all doctoral-level students should be exposed to the concept of the "world community" in every required and optional course. References to the "global home" in which we are now living should be added to every study guide no matter what the subject. We should all, lecturers and students, alike, "lift our eyes" beyond home environments where, in far off places, clues for solving problems may actually be waiting. Need we be reminded that the influence of a foreign culture did not stop with the founding of the colonial colleges. We no longer live in isolation, certainly not in higher education.

C. Peter McGrath, President of the National Association of State Universities and Land-Grant Colleges, speaks eloquently and dramatically on international education in an article in An American Imperative, (1993) The Johnson Foundation, Inc. - a book now on the recommended list for this course.

...Our society needs education and understanding about the world as never before because its complexities and interrelationships, economically, socially, and politically are even more dramatic and manifest than they were during the Cold War (p.112).

McGrath warns that unless colleges and universities begin in earnest to internationalize curricula, America will not be equipped to meet the challenges of the next century.

We are a "global village." We need graduates - EDDs - "who understand the global context of public policy and how to develop new mechanisms for institutional survival and organizational growth..." (James L. Koch, in An American Imperative, p.108).

The title of a recent book by Goodwin and Nacht (1991) announces a blunt reality: Missing the Boat: The failure to Internationalize American Higher Education.

Earning a doctorate in any discipline, no matter how narrow the specialization, is learning to approach problems from a broad perspective. No longer can we afford to train "doctors" who are high order specialists, thoroughly admired experts, but who often provide articulate answers to complex societal questions from a very limited knowledge base and a very narrow perspective. We try, in this course, to provide a forum for airing short term solutions to local problems, as well as long term solutions that may come from a greater distance - making more mature solutions - the mark of the doctorate.

As you have noticed in chapter 5 of the Study Guide, higher education systems throughout the world are both three tiered and two tiered. Three segment structures prevail in the United States and much of the United Kingdom: (1) The traditional university, public and private, elitist, specializing in knowledge discovery and synthesis, and emphasizing advanced degrees in the higher professions: many professors in traditional universities are more interested in research than teaching and resist changes and additions to the curriculum.

(2) Universities created primarily after World War II: "polytechnic" (British terminology) is widely used in naming these universities: this category also includes our state universities and colleges and liberal arts colleges and the "NOVAs" of the world specializing in distance learning techniques and delivery systems. The "Open University" established in England in 1969, offered, and still offers, alternate routes to advanced education to thousands of adults. There are many open universities, similar in purpose and design, scattered throughout the world. Can any of you name one?

(3) Nonuniversities - short-term, short-cycle colleges and institutes sponsored by many of the 180, or so, sovereign nations of the world: these systems, resembling the American community colleges and technical institutes, offer certificates and diplomas in semiprofessional, technical, and vocational fields and increasingly, continuing education. Continuing education (lifelong learning for adults) is commonplace in established systems. However, preuniversity studies are under broad regional and statewide policy only in the United States and Canada. Virtually all students must be postcompulsory or postsecondary graduates.

In countries where nonuniversities are new or now being planned, two tracks of higher education are favored: degree-granting universities, and colleges or institutes specializing primarily in technical and vocational studies.

Make no mistake about it, the nonuniversity is the power on the horizon - where much of the action is. The corporate world where big money is available for higher education, where some of you are now employed, is the awakening giant. Higher education the world over is no longer destined to be the sacred trust of traditional universities. That is certainly not to say that universities are doing nothing to solve societal problems, or are not engaged in distance learning techniques. Far from it! But in many national settings, university responsibility remains at the theoretical level. Application and implementation are often omitted, leaving a great void in societal progress.

In much of the world, nonuniversities, public and private, are not highly regarded by governments, and therefore are poorly supported. They may not even be officially classified as "higher education." But I think it is true to say that nonuniversity systems are slowly gaining higher education status; including the American and Canadian community colleges, the German fachhochschulen, the French instituts universitaires technologiques (IUTs), the regional college system in Norway, Japan's junior colleges, and to a certain extent, the British further education colleges. The term, "community college" is now recognized in England, as well as Australia and New Zealand. Hungary has just opened a "community college." The Czech and Slovak federal republics are edging closer to a similar type of nonuniversity system.

"Universities and university-level specialized institutions alone cannot cope with either [the needs of the economy and social demand for higher education]... the existence of a recognized alternative to traditional universities is indispensable." (Cerych, L. (1993).

Distance learning is a common characteristic of short-term, short-cycle nonuniversities. Distance learning associations are now worldwide. Leadership is currently provided by U.S. educators. Some of you may have attended the conference held in June at Penn State, sponsored by The American Center for the Study of Distance Learning. The 14th annual conference and trade show, to be held in October in Anaheim, CA, will include higher education, corporate and military training. ED (Education at a Distance) is a new refereed journal for research and application.

USDLA (United States Distance Learning Association) is the leading nonprofit association promoting the development and application of distance learning for education and training.

You may also have noticed the Chronicle (Jan. 1994) article announcing that students in Russia can not earn degrees from the State University of New York. Eight Russians have enrolled in a master's degree program offered by the Utica-Rome SUNY Institute of Technology. Distance learning, they say, is ideal for students in Siberia! "Can't be trained locally..." Learning at a great distance...

I have time only to cite and comment on a few structures and patterns of higher education around the world - just an intriguing glimpse.

ASIA AND THE EASTERN BLOC

Russia

Not much reliable information is as yet forthcoming from the various new republics replacing the former Soviet Union. The first is from one of your colleagues, James Hussey (Valdez, Alaska) now completing a MARP on "A Student and Faculty Exchange Program Between Ivanovo Auto-Transport College [near Moscow] and Prince William Sound Community College" [the only community college left in Alaska].

Jim reports the following details on the education system in the republic of Russia:

(1) Mandatory schooling ends with the 9th grade. Many completers then go to work. Those choosing to continue in the academic track enroll in academic courses for two years, often in the same "mandatory" school building. The next move is to a university for five or more years, or to another "higher" school, e.g., a teacher's institute for a five year course - five years beyond the 11th grade. A teacher institute training course is the same length as a university first degree, but is "higher" than an auto-transport college which is similar in status and purpose to Japan's short-cycle technical colleges which concentrate on a single technology or trade.

(2) Those choosing a technical path after the 9th grade go to a technicum or technical college for three years. While these are primarily skill-oriented institutions, the academic work offered is equal to that provided by academic track schools.

(3) The three types of institutions: (a) universities, (b) teacher training colleges and other "higher" schools, and (c) technicums or technical colleges, appear to be roughly equivalent to the three tier paradigm characteristic of U.S. state systems. However, types (a) and (b) are not as clearly defined as our groups of research universities and state universities. (See the Carnegie classifications of colleges and universities, 1994).

Postdiploma institutions are developing in Belarus (south of Lithuania), Ukraine (on the Black Sea adjacent to Poland and Romania), and Kazakhstan (that huge country, bordering The Caspian Sea on the East and stretching almost to China). These all illustrate the new order of third tier institutions or nonuniversities.

In Belarus, a network of post-diploma courses involving commercial cooperatives, mostly small enterprises (around 100 of them), emphasize specialist upgrading, and last from 1 to 6 months, or over a year. Courses, taught by leading researchers, scholars, and managers, include theory and practice. The Ministry of Education has also introduced over 200 such establishments for training and retraining workers and specialists. Does that sound like "home?"

In Ukraine, Junior specialist courses are now a part of multi-stage reforms. A government-controlled accreditation and evaluation system, a type of enterprise virtually unknown outside the United States, is also being introduced. Already, there are about 15 junior specialist institutions, 2 to 4 years in length.

Kazakhstan, has a number of new institutions for upgrading technical skills, including teaching. Thirteen are called "technical institutes," and 21 are "training institutes." Twenty-two institutions specialize in upgrading teachers skills.

Bulgaria, a very poor country along the Black Sea south of Ukraine, is developing 3-year postsecondary schools followed by 2 and 3-year universities. These, called "semi or incomplete higher education," consist of courses linked to production in the private sector, and civil engineering in the public sector. Junior specialist certificates are granted, giving permission to take university enrollment examinations. Over 40 such semi-higher education institutions are now operating.

My source: Higher Education in Europe (Vol. XV11, No. 4, 1992) - a quarterly published under UNESCO auspices at the European Centre for Higher Education in Bucharest.

Slovenia, (the northern-most independent republic emerging from old Yugoslavia) appears to be continuing a fascinating duo system integrated under the two universities at Ljubliana and Maribor. The former at the capital city, Ljubliana, still maintains an elaborate transfer arrangement within the university, itself, from "visa skola" studies (basic and technical studies 2 years in length) to university faculties. At prescribed points, students can cross over from technical to academic tracks - a kind of "in-house" transfer. I reported this as a new system 15 years ago, and now have heard that it is still intact.

Albania, long closed from the world under the Soviet yoke, has recently announced 10 Fulbright-Hays awards for 1994-5 (count them, 10!), including American Literature, Business Administration, Communication and Creative Writing, Education Visual Arts. What strange new additions to the university curriculum for that society. This is an example of a national university attempting to join the "global village." Are you brave enough to be a Fulbrighter in Albania before the big MAC arrives?

CENTRAL/EASTERN EUROPE

The extension of the nonuniversity concept is under heavy debate in central and eastern European countries. With the unification of Germany and the collapse of the Soviet empire in eastern Europe, major reforms are appearing as national policy statements. Separating teaching from research or uniting the two in better balance is one of the crucial issues under heavy debate. Under communism, the quality of teaching had deteriorated much faster than the quality of research. Universities and the academies of science did not supply the manpower to maintain competitive economies. Faculties were not interested in renewing obsolete curriculums. Communication networks and transnational partnerships between universities and industry are now in place. Programs identified by the acronyms COMETT, ERASMUS, LINGUA, and TEMPUS are designed to speed the modernization of higher education.

My source: Cerych, L. (1993). The return to Europe: issues in post-communist higher education. In A. Levine, (Ed.). Higher Learning in America 1980-2000. Baltimore: The Johns Hopkins University Press.

Germany - A major question under discussion throughout Europe is: Should the German fachhochschulen (postsecondary technical institutions, roughly equivalent to "polytechnic") become a pattern for other nations, e.g., Hungary and Slovakia? Fachhochschulen (at least 20) are now established in the new German Lander. Mutual recognition and equivalence of diplomas, certificates and qualifications are required by the 1990 Unification Treaty.

Hungary - Among the nations no longer Soviet-dominated, Hungary is moving the most rapidly to replace the alien monolithic higher education system that for generations plagued Eastern Europe. The national plan introduces a university sub-grouping referred to as the universitases, the integration of several universities with integrated specialties placed in a regional setting. The universitases will offer associate degrees (1 or 2 years), and bachelor degrees (3 to 5 years). Postsecondary specialized schools offering certificates of training are to be added to the existing college system. These will be restricted to the granting of associate degrees and shorter courses for direct employment. The college system resembles our definition of a nonuniversity sector.

Czech and Slovak Federal Republics - Alternative sectors of higher education - nonuniversity systems - are being developed in both the Czech and Slovak federal republics. Universities and other institutions in both nations are neither able nor willing to offer programs with different objectives, content and form.

In the Czech republic, selected secondary technical schools that already provided postsecondary further education are now offering courses with high employment

demands, e.g., applied economics and law, automation technologies, tourism, and in many other service fields. These studies called "multidisciplinary" avoid the narrow focus of one professional area that characterizes Japan's junior colleges. The project controlled by the Centre for Higher Education Studies in Prague with financial support from the Dutch government, is modelled on the Dutch higher vocational education system. In Slovakia, a similar project is underway. The Slovak version is based on the German fachhochschulen and British polytechnics. Both systems should attract students who would not, or could not, study at universities.

My source: Harach, L., Kotasek, J., Koucky, J. and Hendrichova, J. (1992, January). Higher Education in the Czech and Slovak Federal Republic. Prague - Bratislava.

PACIFIC RIM

Japan - The major Pacific Rim countries are exceptions to the three tier pattern. In Japan, for example two basic institutions replaced the prewar multitrack system: (1) universities (long-cycle) and (2) junior colleges and technical colleges (short-cycle). These two systems are classified as "formal education." A second grouping of institutions for adult education is divided into two nonformal higher education segments: (1) "grand schools," "Universities of the Air," and correspondence education sponsored by long-cycle institutions and (2) specialized technical schools, junior college level correspondence education, and college preparatory schools sponsored by short-cycle units.

The duo track system of nonpractical academic degree education and practical training, an enormously

complex organization in Japan, is a strong and mutually supportive relationship. The private sector still dominates formal higher education. Over 70 percent of university students and 90 percent of junior college and technical college students enroll in private institutions that invariably are crowded and costly. We are also reminded that compulsory education ends with the 9th grade, as in Russia, but in Japan over 90 percent continue into senior high schools.

The best contemporary source: Abe, Y. (Ed.)(1989, March). Nonuniversity sector of higher education in Japan. R.I.H.E. International Publication Series No.3. Hiroshima, Japan, 80-81. (Especially the articles by K. Kitamura and Kuroha, R. & Kitamura, K.). The most recent Kitamura article: "The Future of Japanese Higher Education;" is in Windows on Japanese Education, edited by Edward Beauchamp, Greenwood Press, 1991.

A duo track also operates in Taiwan where the 120 institutions of higher learning are divided among universities and junior colleges. The latter consists of two, three, and five-year schools that are mostly private, diploma-awarding, and highly competitive.

Chen, M. J. K. (1991, June). Improving the Quality of Instruction, Student Services, and Facilities at Shin Chien College, Taiwan. Unpublished doctoral dissertation, Nova University, Fort Lauderdale, Florida.

In Korea, most of the 130 junior technical colleges are private, as are most of the universities (numbering about 100). All 11 of the teachers colleges, in the nations' three tier system, are government-sponsored.

AUSTRALIA AND NEW ZEALAND

After 30 years of a three tier plan, higher education in Australia, has now been reduced to a duo track system: (1) the universities and (2) the TAFE's (technical and further education colleges). TAFE commissions has been established in New South Wales, Victoria and other less populated Australian states.

College of advanced education, middle level institutions that were created a generation ago in Victoria, are now subsumed under the university system, or have been granted university status. The weak economy, political domination of universities and the rapidly developing strength of the TAFE system particularly in continuing education are major reasons for the demise of the colleges of advanced education.

The individual universities in each state are autonomous, having maximum protection from layers of government in the commonwealth and within states. The TAFE's and other adult centers (well over 120 in New South Wales alone) have state commissions as well as district councils. The TAFE system has gradually gained higher education recognition. Credit transfer agreements between universities and TAFE's are beginning to appear. "Community colleges" are emerging in several eastern and southern states. These are in response to the growing demand for continuing education and community services. Unlike the United States, Australian state governments do not attempt to coordinate the segments, and rely on reports of national commissions to monitor institutional efforts.

The New Zealand three tier system is comprised of universities that offer diplomas and degrees on the six autonomous campuses of both islands. Teachers colleges are also engaged in a heavy resurgence of continuing education, and are pressing to become universities. The technical institute system that includes several polytechnics, community colleges, and senior technical institutes are nondegree institutions governed by separate councils for day-to-day decisionmaking, and are controlled by the Ministry of Education. The world's southernmost community college is located in Invercargill, a bustling town whose bluffs point toward Antarctica.

Some technical institutes are now called "community colleges," meaning for New Zealand more academic and general education courses as well as community involvement. The third tier leaders are pressing for freedom from the ministry. the search for status associated with the determination to gain greater autonomy is likely to weaken ties with communities especially in rural areas.

Virtually all higher education institutions in New Zealand support outreach programs, and significant numbers of adults are returning to secondary schools. Correspondence education and external study are highly developed.

As the weak economy persists, free higher education, once a proud New Zealand commitment, is a thing of the past.

GREAT BRITAIN

Earlier, I mentioned that further education colleges in Britain, primarily England and Wales, were gaining recognition as "higher education" institutions. The latest word is that the John Major government is closely involved in promoting post-compulsory education. Further education colleges are on the priority list for sweeping educational reform, including an independent governing system with locally appointed members, some from industry. Full-time students 16 to 18 years of age are not charged tuition.

The 1992 reforms in British further education removed the colleges and the six-form institutions that offer academic courses to full-time students from locally elected authorities, and established independent free-standing corporations - governing bodies - a governing organization that is somewhat similar to our independent community college district system. Quality assessment provisions to be developed by local councils have also been instituted, indicating an additional easing of government control.

The colleges (some 550 of them scattered throughout the four UK countries) vary considerably in size. Most have specialized curricula, like the Japanese private junior colleges.

College leaders welcome the chance to belong to a quasi-independent national system, and for a change, to enjoy high visibility.

My source: Trustee Quarterly (Spring 1994) - a quarterly published by the Association of Community College Trustees.

MEXICO

Many nonuniversity educators throughout Mexico are now actively engaged in joint enterprises. The International Consortium for Economic and Education Development (ICEED) is comprised of 30 community colleges in five southwestern U.S. states and 254 government-sponsored technical institutes in Mexico. The Mexican organization, Colegio Nacional de Educacion Profesional Tecnica (CONALEP) consists of institutions of medium high level technical training. The purpose of the consortium is to develop joint educational practices, from basic technological training for employment to advanced technology.

This is a recent example of the expanding "global village," - the need for understanding the worldwide context of public policy and educational structure.

Source: International Consortium for Economic and Educational Development. (1993 - first edition). Mexico City: ICEED.

To summarize: "nonuniversities" identifiable in at least 50 countries are known by a wide variety of titles. These institutions, with few exceptions, concentrate almost completely on technical/vocational education at the postcompulsory/postsecondary level. They share several purposes (1) to increase access to semiprofessional, technical, vocational fields of work, (2) to emphasize instructional forms other than classroom lecturing and traditional delivery systems, and (3) to introduce educational environments more in tune to "working classes" through continuing education opportunities.

Tuition is consistently lower than in universities. Private sponsorship is common in Central and South America and the Pacific Rim countries, but in Australia private higher education is still in its infancy. Public nonuniversities are developing throughout Europe and several African nations, notably in Kenya where at least 15 Harambee Technical Institutes offer vocational and technical training. Low esteem is a universal complaint, and insufficient funding is a commonly-shared problem. The need for an alternative to the traditional university is penetrating national governments under increasing pressure from the people.

Now, as a final series of recommendations to conclude my last presentation in a general session of "Emergence," I first call on my colleagues to add a seventh item to the list of challenges on page 3 of the Study Guide for this course: to show knowledge of higher education in the world setting. I further ask them to allow, even encourage, papers to be written on systems of higher education other than the United States and Canada. We are indeed a "global village."

I call on the PHE directors and program professors, through the director's team, to develop a PHE Graduate Outcome to add to the published mission statement to match the above-mentioned purpose, and to urge the core and specialization faculties to develop a unit of work on international education to every seminar in the PHE curriculum.

I again remind you that answers to your pressing problems "at home" may be found far from the geographical boundaries of your campus, organization, center or state, even in the far reaches of the world community.

TC